

CONFIDENTIAL – DO NOT DISPLAY

BEHAVIOR SUPPORT PLAN

For Behavior Interfering with Student's Learning or the Learning of His/Her Peers

This BSP attaches to: ☐ IEP date: ☐ 504 plan date: ☐ Team meeting date:

Student Name **CARL**

Today's Date

Next Review Date

1. The behavior impeding learning is (describe what it looks like)
2. It impedes learning because
3. The need for a Behavior Support Plan ☐ early stage intervention ☐ moderate ☐ serious ☐ extreme
4. Frequency or intensity or duration of behavior
☐ reported by and/or ☐ observed by

PREVENTION PART I: ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

Observation & Analysis

What are the predictors for the behavior? (Situations in which the behavior is likely to occur: people, time, place, subject, etc.)

5. When he is told to continue working, by his aide in class when it includes writing.

What supports the student using the problem behavior? (What is missing in the environment/curriculum or what is in the environment curriculum that needs changing?)

6. Writing is an area of weakness. Curriculum is above his success level. He doesn't have the opportunity or skills to request assistance.

Intervention

Remove student's need to use the problem behavior

What environmental changes, structure and supports are needed to remove the student's need to use this behavior? (Changes in Time/Space/Materials/Interactions to remove likelihood of behavior)

7. Allow dictation.

Modify difficulty level of work to match his reading and writing levels.

Break up work into very short periods of 5 to 10 minutes, followed by a preferred activity.

Provide choices and opportunities to "skip" a task.

Utilize high interest materials especially for reading and writing.

Who will establish? **SDC Teacher** Who will monitor? **SDC Teacher** Frequency? **all work periods**

ALTERNATIVES PART II: FUNCTIONAL FACTORS AND NEW BEHAVIORS TO TEACH AND SUPPORT

Observation & Analysis

Team believes the behavior occurs because: (Function of behavior in terms of getting, protest, or avoiding something)

8.

Accept a replacement behavior that meets same need

What team believes the student should do INSTEAD of the problem behavior? (How should the student escape/protest/avoid or get his/her need met in an acceptable way?)

9.

Intervention

What teaching Strategies/Necessary Curriculum/Materials are needed? (List successive teaching steps for student to learn replacement behavior/s)

10. Carl knows how to raise his hand to get the attention of adults. Through practice, cue him to raise his hand when he is presented with work. Within one minute of presenting Carl with work, his aide will approach him, model raising his hand or point to a picture of Carl raising his hand, and say, "If you want to skip this or need help, raise your hand." The aide will watch Carl closely, especially his facial expression and body language. If Carl appears to be starting to struggle, his aide will approach him and repeat the verbal cue. If Carl raises his hand and requests to skip work he will be allowed to skip the work in exchange for doing a success level task.

Who will establish? **SDC Teacher & aide** Who will monitor? **SDC Teacher & aide** Frequency? **Daily, during all work periods**

What are reinforcement procedures to use for establishing, maintaining, and generalizing the replacement behavior(s)?

11. Each time Carl raises his hand and requests skipping a work task he will be allowed to skip the work and will get a star on his daily token board.

Selection of reinforcer based on: **Demonstrated preference for taking a 2 minute break after earning 10 stars, per results of reinforcement inventory.**

☒ reinforcer for using replacement behavior ☐ reinforcer for general increase in positive behaviors

By whom? **aide and teacher** Frequency? **Continuous schedule (reinforcement each time he raises hand and requests skip). When Carl is able to get out of work independently at a ratio of 80% of raising hand with verbal request, vs. 20% of throwing work, an intermittent schedule will be implemented. This will be done in all work environments with various adults.**

EFFECTIVE REACTION PART III: REACTIVE STRATEGIES

What strategies will be employed if the problem behavior occurs again?

12.

1. Prompt student to switch to the replacement behavior **Use verbal cue listed in line 10, above.**

2. Describe how staff should handle the problem behavior if it occurs again

3. Positive discussion with student after behavior ends

Optional:

4. Any necessary further classroom or school consequences

Personnel?

OUTCOME PART IV: BEHAVIORAL GOALS

Behavioral Goal(s)

13.

Required: Functionally Equivalent Replacement Behavior (FERB) Goal

By when	Who	Will do X behavior (line 9)	For the purpose of y (line 8)	Instead of Z behavior (line 1)	For the purpose of y (line 8)	Under what conditional conditions	At what level of proficiency	As measured by whom and how

Option 1: Increase General Positive or Decrease Problem Behavior

By when	Who	Will do what, or will NOT do what	At what level of proficiency	Under what conditions	Measured by whom and how

Option 2: Increase General Positive or Decrease Problem Behavior

By when	Who	Will do what, or will NOT do what	At what level of proficiency	Under what conditions	Measured by whom and how

The above behavioral goal(s) are to: ☐ Increase use of replacement behavior and may also include:

☐ Reduce frequency of problem behavior ☐ Develop new general skills that remove student's need to use the problem behavior

Observation and Analysis Conclusion:

Are curriculum accommodations or modifications also necessary? Where described: ☒ yes ☐ no

Are environmental supports/changes necessary? ☒ yes ☐ no

Is reinforcement of replacement behavior alone enough (no new teaching is necessary)? ☐ yes ☒ no

Are both teaching of new replacement behavior AND reinforcement needed? ☒ yes ☐ no

This BSP to be coordinated with other agency's service plans? ☐ yes ☒ no

Person responsible for contact between agencies ☐ yes ☒ no

COMMUNICATION PART V: COMMUNICATION PROVISIONS**Manner and content of communication****14.**

1. Who?	2. Under what condition(s) (Contingent? Continuous?)	3. Delivery Manner	4. Expected Frequency?	5. Content?	6. How will this be two-way communication

1. Who?	2. Under what condition(s) (Contingent? Continuous?)	3. Delivery Manner	4. Expected Frequency?	5. Content?	6. How will this be two-way communication

1. Who?	2. Under what condition(s) (Contingent? Continuous?)	3. Delivery Manner	4. Expected Frequency?	5. Content?	6. How will this be two-way communication

PARTICIPATION PART VI: PARTICIPANTS IN PLAN DEVELOPMENT

- ☐ Student
- ☐ Parent/Guardian
- ☐ Parent/Guardian
- ☐ Educator and Title
- ☐ Educator and Title
- ☐ Educator and Title
- ☐ Administrator
- ☐ Other
- ☒ Other